

HSC

ASSESSMENT SCHEDULE

2021 - 2022



MACLEAN

HIGH SCHOOL



HSC ASSESSMENT SCHEDULE FOR YEAR 12 | 2021 - 2022

HSC Assessment Schedule 2021 - 2022		2
Assessment Calendar		3
Contact List		4
HSC Assessment Policy		5-14
Year 12 Curriculum		15
HSC Assessment Policy	English Faculty	16-21
HSC Assessment Policy	Mathematics Faculty	22-26
HSC Assessment Policy	Science Faculty	27-33
HSC Assessment Policy	Humanities/Languages Faculty	34-37
HSC Assessment Policy	PDHPE Faculty	38-43
HSC Assessment Policy	Creative and Performing Arts Faculty (CAPA)	44-46
HSC Assessment Policy	TAS Faculty	47-49
Assessment Schedule	Individualised	50

HSC ASSESSMENT SCHEDULE FOR YEAR 12 | 2021 - 2022

RATIONALE

All subjects have been carefully organised into groups so that subjects that appear on more than one line (eg BIO3 and 6) to their tasks at the same time.

GROUP A:	English Advanced	Mathematics Extension 1
	English Standard	
	English Studies	
GROUP B:	Mathematics Advanced	English Extension 1
	Mathematics Standard 1	Work Studies
	Mathematics Standard 2	
GROUP C:	Drama	Science Extension
	Marine Studies	Modern History
	Industrial Technology Timber	Music1
	Physics	PDHPE
GROUP D:	Business Studies	Chemistry
	Earth & Environmental Science	Sport Lifestyle & Recreation
	Visual Arts	English Extension 2
	Mathematics Extension 2	Science Extension
GROUP E:	Biology	Community & Family Studies
	Geography	Investigating Science
	Information Processes & Technology	Legal Studies
	Engineering Studies	

HSC ASSESSMENT SCHEDULE FOR YEAR 12 | 2021 - 2022

TERM FOUR 2021			
WEEKS	DATES	GROUPS	EXCLUDING
1	Oct 01 - Oct 08		
2	Oct 11 - Oct 15		
3	Oct 18 - Oct 22		
4	Oct 25 - Oct 29		
5	Nov 01 - Nov 05		
6	Nov 08 - Nov 12	B	
7	Nov 15 - Nov 19	C	
8	Nov 22 - Nov 26	D	Visual Arts
9	Nov 29 - Dec 03	E	
10	Dec 06 - Dec 10	A	
11	Dec 13 - Dec 17		
TERM ONE 2022			
WEEKS	DATES	GROUPS	EXCLUDING
1	Jan 28		
2	Jan 31 - Feb 04		
3	Feb 07 - Feb 11		
4	Feb 14 - Feb 18		
5	Feb 21 - Feb 25		
6	Feb 28 - Mar 04	A	
7	Mar 07 - Mar 11	B	English Studies
8	Mar 14 - Mar 18	C	
9	Mar 21 - Mar 25	D	
10	Mar 28 - Apr 01	E	
11	Apr 04 - Apr 08		
TERM TWO 2022			
WEEKS	DATES	GROUPS	EXCLUDING
1	Apr 26 - Apr 29		
2	May 02 - May 06		
3	May 09 - May 13		
4	May 16 - May 20		
5	May 23 - May 27		
6	May 30 - Jun 03	A	
7	Jun 06 - Jun 10	B	
8	Jun 13 - Jun 17	C	
9	Jun 20 - Jun 24	D	
10	Jun 27 - Jul 01	E	
TERM THREE 2022			
WEEKS	DATES	GROUPS	EXCLUDING
1	Jul 18 - Jul 22		
2	Jul 25 - Jul 29		
3	Aug 01 - Aug 05	TRIAL HSC	
4	Aug 08 - Aug 12	TRIAL HSC	
5	Aug 15 - Aug 19		
6	Aug 22 - Aug 26		
7	Aug 29 - Sep 02	English Studies, Visual Arts	
8	Sep 05 - Sep 09		
9	Sep 12 - Sep 16		
10	Sep 19 - Sep 23		

HSC ASSESSMENT SCHEDULE FOR YEAR 12 | 2021 - 2022

CONTACT LIST

If all is going well and you would like us to know or you have a concern and would like to deal with it before it becomes a major issue, the following provides an outline of points of contact.

- Head Teacher (s) - the names follow:

Head Teacher Area of Responsibility in HSC

Ms Susan McLeod (Relieving English)	English Drama
Mrs Tanya Fisher (Mathematics)	Mathematics
Mr Andrew Ford (Science)	Biology Physics Chemistry Agriculture Primary Industries Marine Studies Earth and Environmental Science Investigating Science
Ms Liza Hamilton (Humanities/LOTE)	Geography Legal Studies Ancient History Business Studies Modern History
Mr Justin Stewart (PDHPE)	PDHPE Sports Lifestyle and Recreation Studies Community and Family Studies Sport Coaching
Mrs Linda Martin (Special Education)	Special Provisions Life Skills
Mr David Innes (TAS)	Construction Metals and Engineering Hospitality Industrial Technology (Graphics/Timber) Engineering Studies Information Processes and Technology
Mr Matthew Fisher (CAPA)	Music Visual Art Photography Video & Digital Imaging
Mr Daniel Kelly (Administration/IT)	Administration NESA
Mrs Tania Kane (Wellbeing)	Attendance Welfare concerns
<ul style="list-style-type: none">▪ Careers Adviser▪ Year Adviser▪ Distance Education Co-ordinator▪ TAFE Co-ordinator Careers▪ Deputy Principals▪ School Counsellor▪ School Psychologist▪ School Support Officer (SSO)▪ Principal	Miss Danielle Fisher Miss Donna Watts Ms Bruna Doma Miss Danielle Fisher Mrs Gaye Kelsey, Mrs Carla Taylor Mr Andrew Allen Mrs Tay Cone Mrs Giane Smajstr Mr Greg Court

HSC ASSESSMENT POLICY

HSC Assessment - Year 2021 - 2022

Requirements for the Higher School Certificate Record of Achievement

CREDENTIALS

The **Higher School Certificate** is awarded to students who have satisfactorily completed the HSC Course. A Record of Achievement will show an examination mark, an assessment mark, a HSC mark and a performance band of each HSC course.

The Higher School Certificate Record of Achievement is a cumulative record of Year 11 and HSC courses satisfactorily completed.

For successful completion of the Higher School Certificate, students need to:

- satisfactorily complete courses which comprise the pattern of study required by NESAs
- sit for and make a serious attempt at the requisite examinations

SATISFACTORY COMPLETION OF A COURSE

Course Completion Criteria

A student will be considered to have satisfactorily completed a course if in the Principal's view, there is sufficient evidence that the student has:

- 1. Followed the course developed or endorsed by NESAs** - this means that students must attend classes, do the work set by the teacher, study the topics contained in the syllabus, hand in the work required including assessment and non-assessment tasks.
- 2. Applied themselves with diligence and sustained effort** - this means that students must work consistently and demonstrate to their teacher that they have made sufficient effort throughout the course.
- 3. Achieved some or all of the course outcomes** - this means actually doing the work, handing in the assignments and class work and being able to show that students have learnt something about the subject by achieving good marks.

N AWARD

If at any time it appears that a student is at risk of being given an "N" (Non-completion) determination in any course, the Principal must warn the student as soon as possible and advise the parent or caregiver in writing. This warning should be given in time for the problem to be corrected.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply for the "N" determination.

Students who have received an "N" determination have a right of appeal

Students need to satisfactorily complete all courses by achieving all three indicators in every subject. If students are not committed to this, they may not receive their HSC. The key issues in this section are attendance and effort.

HIGHER SCHOOL CERTIFICATE (HSC) COURSES

Students studying a HSC course must make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of the available marks. If a student's attempt at a particular task scored zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. It is emphasised that completion of tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 per cent must be attempted. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed. In addition, students studying the HSC course must sit for and make a genuine attempt at the requisite examination(s).

Until a student presenting for the Higher School Certificate has satisfactorily completed courses which satisfy NESA's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

IMPORTANT

Satisfactory completion of a course is largely determined by the student's application in the **total range** of set tasks and experiences in that course.

The formal assessment tasks are only some of the assigned tasks.

HSC ASSESSMENT POLICY

Introduction

When students receive their Higher School Certificate from NESA it will have on it two separate marks for each course studied. There will be a scaled examination mark and a school assessment mark moderated against the examination performance.

A ranking called the Australian Tertiary Admissions Rank (ATAR) is separately provided to eligible students from UAC (University Admission Centre). This is required for university entry.

This HSC Assessment Policy document outlines the general principles, purposes and rules of the Assessment Schedule and specific course requirements. It is important that it be read and understood.

Parents/Caregivers are encouraged to contact the school and discuss any part of this document or their son/daughter's progress.

What is Assessed?

Assessment is the means by which a school determines the overall performance and rank order of students in each course studied for the HSC. Towards the end of the HSC year, around September, the school will provide the NESA with an assessment mark which is a measure of each student's performance related to all other students in each course. This mark is based on set assessment tasks.

These assessment tasks are part of the total range of set tasks and experiences provided in each course.

What will be Assessed?

The Assessment will cover all syllabus objectives other than those relating to the development of subjective values, attitudes and interests. It will include the content and objectives currently measured by the external examination as well as others which are inappropriate for testing at such an examination.

Assessment tasks may consist of essays, tests, practical work, field work, oral presentations and similar appropriate items to improve the overall measurement of student performance in each course.

Schools are required to provide assessment for both Board Developed Courses and Board Endorsed Courses.

Information to Students

The school will provide assessment information so that each student should know:

- What is to be assessed
- How it will be assessed
- When it will be assessed
- The relative value of each task
- The outcomes that will be covered

Detailed information relating to assessment tasks in each course will be given to students by the subject faculty concerned. Assessment schedules for all Board Courses for the HSC are set out at the end of this policy statement. The schedule indicates the number and broad nature of tasks set, the method of assessment and the relative value of each task.

Assessment at Maclean High School

Maclean High School has developed an assessment program for all the courses offered other than vocational and TAFE delivered courses. Since subjects are different, there is a significant variation in the type, number and technique of assessment exercises in each. Faculties in the school have developed assessment policies incorporating all courses within their responsibility.

Assessment schedules for Board Endorsed Courses are included.

Assessment Guidelines

The Assessment Process will commence after the HSC Course commences and will finish at the Trial HSC.

As a number of subject areas will commence the HSC course in Term 4 of Year 11, this will be the earliest time that a formal assessment task can be given.

An assessment calendar is included in this booklet.

The Trial HSC examination will normally be preceded by a non-assessment period of two weeks. The Principal reserves the right to vary this arrangement if teaching programs have been disrupted.

NESA expects students to undertake all assessment tasks. Tasks not submitted on the due date may result in a zero mark and be noted as a "non-attempt". In the case of significant illness or misadventure, students must complete an Illness/Misadventure Appeal form and submit to the appropriate Head Teacher for consideration.

Oral Tasks

Where a student has an oral presentation within their assessment schedule, the following rules will apply:

- A student must be present at the first lesson that the task is scheduled. The normal rules of absence will apply. Students will be named at random for completion of the task. If the task continues for more than one lesson, names will be drawn at random. If a student is absent and their name is drawn then the student will receive a zero mark, unless normal absentee rules are applied.

Disruption to Tasks

In the event of industrial stoppages, evacuations or any other occurrence that prevent an assessable task being completed on any particular day, that task will be scheduled for the next available timetabled lesson in that subject.

Assessment tasks are an integral part of the HSC Course and the following procedure is to be followed in order to minimise the possibility of a student being awarded a zero mark for non-submission of a task by the due date.

- **Students who know in advance that they will be absent on the day of an assessment task, must approach their classroom teacher before the scheduled date and submit the Illness/Misadventure Appeal form. Students who transfer from another school during the assessment period will be ranked using available tasks completed at Maclean High School.**

In the event of a flood, wherever possible, students must check their emails so that any work posted by their teachers can be accessed and completed.

REPORTING ON STUDENT PROGRESS

Students attempting the HSC will be issued with a Half Yearly and Yearly Report.

The reports will include an exam mark, exam rank, progressive mark and progressive rank.

INABILITY OR FAILURE TO COMPLETE AN ASSESSMENT TASK

Staff will give a minimum of two weeks notice of the details of a task. When a student is absent from school it is their responsibility to determine what work has been missed and any other information, such as task notifications, and complete them as required. Zero marks will be awarded for any late or non-completion of an assessment task. Students may appeal the zero mark awarded by completing an Illness/Misadventure Appeal form. If no appeal is made by the student, then both student and parent will be informed in writing via a Warning Letter. The task will still have to be completed to resolve this warning letter.

If a result of a task has been affected, for example by illness, the student must complete the Illness/Misadventure Appeal form. This needs to be supported by documentary evidence, such as a medical certificate and submitted to the appropriate Head Teacher for consideration.

Refusal to complete a task, and/or cheating, and/or plagiarism will result in zero.

When zero marks (non-attempts) are obtained for the equivalent of more than 50% of the total assessment mark in a course, the Principal will certify that the course has not been satisfactorily studied.

Formal applications for extensions of time on tasks must be made **BEFORE** the day of the task in writing to the classroom teacher. Documentation will then be held by the Head Teacher.

When a student is absent from an examination a medical certificate or other documentation must be provided to the appropriate Head Teacher or Deputy Principal **immediately** upon the student's return to school. The examination will be rescheduled within two days of the student's return or under exceptional circumstances at the discretion of the Principal.

Students are required to attend **all lessons** prior to the allocated assessment task period on the day of the assessment task unless they have received prior permission from the Deputy Principal OR the Principal. Failure to follow this procedure will incur a zero penalty.

When a student is absent on the day that an assessment task is to be submitted (e.g research work, field work report, particular task, etc) and the work cannot be brought to school by another person, the student immediately upon return to school must submit:

- An Illness/Misadventure Appeal Form
- A medical certificate or other documentation to the Faculty Head Teacher
- The assigned work personally to the class teacher

If appropriate, parents may be notified of missed assessment task(s).

When a student is late to class for an assessment task they will be allowed to enter the room and attempt the task. No extension of time will be allowed.

In the event of a prolonged absence, consultation shall take place between student, teacher, Head Teacher and Deputy Principal to determine an acceptable assessment strategy.

Parallel classes are to have parallel tasks and parallel marking.

It is important that students do the best they can in all assessment tasks to give them the best possible result in their HSC Course. Students must make a commitment to complete all tasks to the best of their ability and to hand in all assessment tasks on time. Students must submit their own work.

Completion of tasks that do not count for Assessment

Work done in class may not be directly related to assessment tasks. Students are reminded that class work and assignments that are not HSC assessment tasks need to be completed. All class work and tasks are important because they relate to syllabus content and to the students' full understanding of the course. As always, work set by teachers can and will be used in the final HSC examination.

It is the responsibility of each student to complete all class work, assignments, revision and research in addition to HSC assessment tasks.

Assessment of Vocational Education (VET) Courses

Assessment of vocational education courses is often completed in practical classes.

Competencies are assessed as either "competent" or "not yet competent"

Students have the right to have an appeal dealt with confidentiality, fairly and promptly.

Students have the right to lodge an appeal against the assessment of a competency on the following grounds.

- The assessment process did not provide students with a fair and reasonable opportunity to demonstrate their competency. Students were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way
- Students were ill at the time of assessment (must be supported by a medical certificate)

Reporting Assessments

After each task, students will be advised of the mark and rank for that task.

At designated periods, reports sent to parents/caregivers will indicate for each course the performance of the student in the class or group and a cumulative rank for assessment.

Students upon request will be informed of their final rank order in each course after the last HSC examination paper is completed.

Final Assessment Marks as determined by the school and forwarded to the NESAs will not be available to students at any stage as these are moderated following the HSC examination.

Repeating a Course

A candidate may repeat one or more HSC courses but must do so within the five-year accumulation period.

Repeating students will be ranked, relative to the whole group of students, on common assessment tasks.

N.B. As students' work efforts may vary considerably throughout the HSC course, the final assessment rank may differ significantly from the ranking reported mid-course.

Malpractice by Students

If any student is detected committing an illegality in the preparation and submission of an assessment task, the Principal will investigate all circumstances.

Examples of illegalities are: cheating during a test, copying another student's work or from online sources and claiming it as their own, falsifying an explanation when a task has been submitted late and disrupting a classroom in which an assessment task is being undertaken.

If it can be seen that collaboration has taken place, then both students will be regarded as having committed an illegality.

The Principal will decide what mark, if any, will be awarded for that task.

Review: Right of Appeal

Students may request a review of their course ranking if they consider that their position in the school's order of merit is inconsistent with their expectations on the basis of performance in assessment tasks.

Reasonable grounds for appeal would include:

- Failure of the school's policy to conform with NESA's component weightings.
- Inclusion or exclusion of tasks causing a result incompatible with the school's stated assessment policy as given to students.
- Computational or clerical errors. Appeals must be supported by information which would lead the student to have an expectation of ranking significantly different from that awarded.

Requests for a review of marks gained for individual assessment tasks must be made to the class teacher at the time that the task is completed and marked.

A student may subsequently appeal to NESA for a further review but only on the grounds that the School Review Committee did not comply with the NESA's requirements.

School Reviews will be conducted immediately after the last examination paper and must be concluded before the end of November.

The Review Committee

The Review Committee shall consist of:

- The Principal or Deputy Principal
- The relevant subject Head Teacher
- One teacher, nominated by the relevant Head Teacher, who has been directly involved with the course, including the preparation of the assessment
- One teacher from another subject/department, nominated by the Principal

Detailed reasons to support the Review Committee's decision shall be given to all students seeking an assessment review.

Information on the HSC Results Notice

The following explanations should clarify for all students and parents the information which is printed on the Result Notice received by all students. NESA will notify schools of the actual dates of result notification and the school will inform the students.

What students will receive

- The HSC Testamur (if all requirements are met)
- A record of Achievement, summarising results awarded in each course made up by **Internal Assessment Mark** (moderated) and **External Assessment Mark**.
- A course report for each Board Developed course (shows the internal assessment mark, the external examination mark and the averaged HSC mark on a performance scale)
- VET Credentials

Board Endorsed Courses

Board Endorsed Courses are not examined by the Board, and the results reported are the assessment marks submitted by schools and colleges. These marks are not moderated and cannot be compared with marks awarded in similar courses at other schools, or for Board Developed Courses. These courses have the symbols (***) in the space designed for the examination mark.

In the case of Vocational Courses, the statement *Refer to Vocational Transcript* will be printed. This document lists all the modules satisfactorily completed.

In the case of Vocational Course delivered by TAFE, the statement *Refer to TAFE Transcript of Academic Records* will be printed. This document lists all subjects successfully undertaken at TAFE.

In the case of competency-based courses, reference will be made to a competency statement listing the modules satisfactorily completed by the student.

School Uniform

Senior students are expected to wear full school uniform, as is every other student in the school.

All students at Maclean High School, including Year 12, need to be prepared to wear school uniform to school every day and on official school excursions, sporting visits and during examinations.

ILLNESS-MISADVENTURE APPEAL/CHANGE OF DATE

PROCEDURES FOR ILLNESS-MISADVENTURE

An illness-misadventure/change of date form is used when an assessment task is

- Not submitted on time
- Submitted incomplete
- During extra-ordinary circumstances such as a planned absence or school activity.

Where a student experiences a misadventure, they should approach the faculty Head Teacher to obtain an Illness-Misadventure Appeal form. This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

COMPLETING THE FORM

PART A: This section is to be completed by the student. Reasons for the Illness-Misadventure appeal must be documented in this section.

PART B: Relevant documentation (e.g. doctor's certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer.

It is the students' responsibility to complete the Illness-Misadventure Appeal and return it to the relevant Head Teacher within **two school days** of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances.

Students cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time
- long-term illness unless they are suffering a flare-up of the condition during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the appropriate Head Teacher or Deputy and well in advance of the event.
- Illness once the assessment paper is opened during the reading time, or after the examination commences.

PART C: The Head Teacher will make a recommendation, including awarding a zero mark; giving the same task at a later date; setting an alternative task; giving an estimate; or other options as determined by the Head Teacher. The form is submitted to the Deputy Principal.

PART D: If the appeal is supported by the Head Teacher (within policy guidelines), the Deputy Principal may uphold the appeal.

If the Deputy Principal dismisses the appeal, the Head Teacher will be advised. The Head Teacher informs the student of the outcome and of the option to request an Appeals Committee review.

PART E: The Appeals Committee shall be convened by the alternate Deputy Principal and include the Head Teacher of another faculty and the Year Adviser.

The committee may:

- iv) uphold the appeal
- v) dismiss the appeal

- The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.

- All documents related to the appeal should be placed in the student's file.

HSC ASSESSMENT SCHEDULE FOR YEAR 12 | 2021 - 2022

ILLNESS-MISADVENTURE APPEAL / CHANGE OF DATE

Year 10 / Year 11 / HSC Assessment (Circle one)

PART A - TO BE COMPLETED BY STUDENT (Please return to the appropriate Head Teacher)

Name of Candidate:..... Date:.....

Subject:..... Course:.....

Assessment Task:..... Due Date:.....

Teacher:.....

Reasons for failure to meet requirement: (Please outline your reasons)

.....
.....
.....

PART B - DOCUMENTATION (Please attach evidence)

1. Statutory Declaration	YES	NO
2. Medical Certificate	YES	NO
3. Other Documentation	YES	NO

Student Signature..... Parent/Carer Signature.....

PART C - TO BE COMPLETED BY THE FACULTY

Faculty Details / Actions

.....
.....
.....

H.T Signature:..... Date:.....

PART D - TO BE COMPLETED BY THE DEPUTY PRINCIPAL

Uphold the appeal.....

Dismissing the appeal

.....
.....

Deputy Principal:..... Date:.....

Head Teacher:..... Date:.....

Year Adviser:..... Date:.....

HSC ASSESSMENT SCHEDULE FOR YEAR 12 | 2021 - 2022

SUBJECT	LINE
MATHEMATICS ADVANCED	1
MATHEMATICS STANDARD 1	1
MATHEMATICS STANDARD 2	1
WORK STUDIES	1
ENGLISH ADVANCED	2
ENGLISH STANDARD	2
ENGLISH STUDIES	2
CONSTRUCTION	3
DRAMA	3
PHYSICS	3
MARINE STUDIES	3
MODERN HISTORY	3
PDHPE	3
BIOLOGY	3
HOSPITALITY	3
BUSINESS STUDIES	4
VISUAL ARTS	4
COMMUNITY & FAMILY STUDIES	4
GEOGRAPHY	4
INVESTIGATING SCIENCE	4
LEGAL STUDIES	4
MANUFACTURING & ENGINEERING	4
PRIMARY INDUSTRIES	5
CHEMISTRY	5
EARTH & ENVIRONMENTAL SCIENCE	5
HOSPITALITY	5
INDUSTRIAL TEC - TIMBER	5
SPORTS COACHING CERTIFICATE III	5
INFORMATION PROCESSES & TECHNOLOGY	5
SPORT LIFESTYLE & RECREATION	6
BIOLOGY	6
BUSINESS STUDIES	6
MUSIC 1	6
PRIMARY INDUSTRIES	6
PHOTOGRAPHY VIDEO and DIGITAL IMAGING	6
ENGINEERING STUDIES	6
ENGLISH EXTENSION 1	7
ENGLISH EXTENSION 2	7
MATHEMATICS EXTENSION 1	7
MATHEMATICS EXTENSION 2	7
SCIENCE EXTENSION	7

	Task 1 Performance Essay	Task 2 Essay	Task 3 Work in Progress Group Performance Individual Project Presentation	Task 4 Trial HSC Examination Complete Group Performance Individual Project Presentation	Weighting
OUTCOMES	H1, 5, H1.7, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5	H1.1, H1.2, H2.5, H1.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.6, H2.1, H2.2	H1.8, H1.9, H2.5, H1.1, H1.2	
COMPONENTS					
Making			20	20	40
Performing	5		15	10	30
Critically Studying	15	15			30
TOTAL%	20	15	35	30	100%

HSC ASSESSMENT POLICY

ENGLISH FACULTY

ENGLISH ADVANCED

TASKS	Task 1	Task 2	Task 3	Task 4	Weighting	
	<p>Common Module Texts and Human Experience 1984 Multimodal Presentation and Reflection on Process of development</p>	<p>Module A Textual Conversations <i>Richard III (S) and Looking for Richard (F)</i> Comparative essay</p>	<p>Module C The Craft of Writing Creative and Discursive Writing with annotations</p>	<p>Trial HSC Examination Common Module Module A Module C Mod B T.S Eliot</p>	<p>5% 5% 5% 15% 30%</p>	<p>100</p>
OUTCOMES ASSESSED	EA 12-1, EA 12-2, EA 12-5, EA 12-9	EA 12-1, EA 12-3, EA 12-5, EA 12-6, EA 12-7, EA 12-8	EA 12-1, EA 12-2, EA 12-3, EA 12-4, EA 12-7, EA 12-9	EA 12-1, EA 12-3, EA 12-5, EA 12-6, EA 12-7, EA 12-8		
COMPONENTS						
Knowledge and understanding of course content	10	15	10	15	50	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50	
Total %	25	25	20	30	100%	

Component	Task 1	Task 2	Task 3	Weighting
	Imaginative response and reflection	Critical response with related text	Trial HSC Examination	
	EE 12-1, EE 12-3, EE 12-5	EE 12-1, EE 12-3, EE 12-4	EE 12-1, EE 12-2, EE 12-3, EE 12-4, EE 12-5	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100%

Component	Task 1	Task 2	Task 3	Weighting
	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
	EEX 12-1, EEX 12-2, EEX 12-4	EEX 12-1, EEX 12-3, EEX 12-5	EEX 12-1, EEX 12-2, EE 12-5	
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Total %	30	40	30	100%

TASKS	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Multimodal presentation and critical reflection using prescribed text and related material Texts and Human Experiences	Module A Language, Identity and Culture 15% and Craft of Writing 10% Creative writing and short answer responses 3D	Module B Close Study of Literature Critical Response	Trial HSC Examination Common Module Module A Module B Module C	5% 5% 5% 15%
OUTCOMES ASSESSED	EN 12-1, EN 12-2, EN 12-5, EN 12-9	EN 12-1, EN 12-3, EN 12-4, EN 12-7, EN 12-8, EN 12-9	EN 12-2, EN 12-3, EN 12-5, EN 12-6, EN 12-9	EN 12-1, EN 12-3, EN 12-5, EN 12-6, EN 12-7	
COMPONENTS					
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total %	25	25	20	30	100%

TASKS	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Mandatory Common Module: Texts and Human Experiences Essay with related material	Module K The Big Screen Film Review	Trial HSC Examination	All Modules Collection of classwork from ALL Modules studied	100
OUTCOMES ASSESSED	ES 12-1, ES 12-2, ES 12-5, ES 12-6, ES 12-7, ES 12-8, ES 12-9	ES 12-1, ES 12-3 ES 12-4, ES 12-6, ES 12-7, ES 12-10	ES 12-1, ES 12-2, ES 12-5, ES 12-6, ES 12-7, ES 12-8	ES 12-1, ES 12-3, ES 12-4, ES 12-6, ES 12-7, ES 12-10	
COMPONENTS					
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	25	20	25	30	100%

	Task 1 Open Book Examination	Task 2 Investigation	Task 3 Project	Task 4 Trial HSC Examination	Weighting
OUTCOMES	MA 12-1, MA 12-5, MA 12-9, MA 12-10	MA 12-1, MA 12-3, MA 12-6, MA 12-8, MA 12-9, MA 12-10	MA 12-1 : MA 12-10	MA 12-1 : MA12-10	
<ul style="list-style-type: none"> Understanding Fluency Communication 	10	10	15	15	50
<ul style="list-style-type: none"> Problem Solving Reasoning Justification 	10	10	15	15	50
TOTAL%	20	20	30	30	100%

	Task 1	Task 2	Task 3	Task 4	Weighting
	Open Book Examination	Investigation	Project	Trial HSC Examination	
OUTCOMES	ME 12-1, ME 12-3, ME 12-6, ME 12-7	ME 12-1, ME 12-2, ME 12-4, ME 12-6, ME 12-7	ME 12-1:ME12-7	ME 12-1:ME12-7	
<ul style="list-style-type: none"> Understanding Fluency Communication 	10	10	15	15	50
<ul style="list-style-type: none"> Problem Solving Reasoning Justification 	10	10	15	15	50
TOTAL%	20	20	30	30	100%

	Task 1 Open Book Examination	Task 2 Investigation	Task 3 Project	Task 4 Trial HSC Examination	Weighting
OUTCOMES	MEX 12-1, MEX 12-4, MEX 12-7, MEX 12-8	MEX 12-1, MEX 12-2, MEX 12-7, MEX 12-8	MEX 12-1: MEX 12-8	MEX 12-1: MEX 12-8	
<ul style="list-style-type: none"> Understanding Fluency Communication 	10	10	15	15	50
<ul style="list-style-type: none"> Problem Solving Reasoning Justification 	10	10	15	15	50
TOTAL%	20	20	30	30	100%

	Task 1 Open Book Examination	Task 2 Investigation	Task 3 Project	Task 4 Trial HSC Examination	Weighting
OUTCOMES	MS1-12-1 MS1-12-10	MS1-12-1 MS1-12-10	MS1-12-1 MS1-12-10	MS1-12-1 MS1-12-10	
<ul style="list-style-type: none"> Understanding Fluency Communication 	10	10	15	15	50
<ul style="list-style-type: none"> Problem Solving Reasoning Justification 	10	10	15	15	50
TOTAL%	20	20	30	30	100%

	Task 1 Open Book Examination	Task 2 Investigation	Task 3 Project	Task 4 Trial HSC Examination	Weighting
OUTCOMES	MS2-12-1 MS2-12-10	MS2-12-1 MS2-12-10	MS2-12-1 MS2-12-10	MS2-12-1 MS2-12-10	
<ul style="list-style-type: none"> Understanding Fluency Communication 	10	10	15	15	50
<ul style="list-style-type: none"> Problem Solving Reasoning Justification 	10	10	15	15	50
TOTAL%	20	20	30	30	100%

HSC ASSESSMENT POLICY

SCIENCE FACULTY

BIOLOGY

	Task 1 Module 5 Modelling, report & questioning BIO 12-4/5/6/7 BIO 12-12	Task 2 Module 6 Depth study. Research and report on genetics BIO 12-1/4/5/6/7 BIO 12-13	Task 3 Module 7 Design, perform and report on a practical investigation BIO 12-1/2/3/4/5/7 BIO 12-14	Task 4 Modules 5-8 Trial HSC Examination BIO 12-1/2/3/4/5/6/7 BIO 12-12/13/14/15	Weighting
OUTCOMES					
COMPONENTS					
<p>Working scientifically</p> <ul style="list-style-type: none"> ▪ BIO 12-1 Questioning and predicting- develops and evaluates questions and hypotheses for scientific investigation. ▪ BIO 12-2 Planning investigations- designs and evaluates investigations in order to obtain primary and secondary data and information. ▪ BIO 12-3 Conducting investigations- conducts investigations to collect valid and reliable primary and secondary data and information. ▪ BIO 12-4 Processing data and information- selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media. ▪ BIO 12-5 Analysing data and information- analyses and evaluates primary and secondary data and information. ▪ BIO 12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific process. ▪ BIO 12-7 Communicating- communicates scientific understanding using suitable language and terminology for a specific audience or purpose 	15	15	20	10	60
<p>Knowledge and understanding</p> <ul style="list-style-type: none"> ▪ BIO 12-12- explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species. ▪ BIO 12-13- explains natural genetic change and the use of genetic technologies to induce genetic change. ▪ BIO 12-14- analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system. ▪ BIO 12-15- explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease. 	10	5	5	20	40
TOTAL	25	20	25	30	100

HSC ASSESSMENT POLICY

SCIENCE FACULTY

CHEMISTRY

	Task 1 Secondary Source Investigation	Task 2 Performing and Reporting a First-Hand Investigation Depth Study	Task 3 Research and Recall	Task 5 Trial HSC Examination	Weighting
OUTCOMES	CH12-1/4/5/7/12	CH12-1/2/3/5/6/7/13	CH12-1/4/5/6/7/14	CH12-2/3/4/5/6/7/12/ 13/14/15	
COMPONENTS					
Working Scientifically	15	20	15	10	60
<ul style="list-style-type: none"> - CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation. - CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information. - CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information. - CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media. - CH11/12-5 analyses and evaluates primary and secondary data and information. - CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes - CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose. 					
Knowledge and Understanding	5	10	5	20	40
<ul style="list-style-type: none"> - CH12-12 explains the characteristics of equilibrium systems and the factors that affect these systems. - CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models - CH12-14 analyses the structure of and predicts reactions of carbon compounds. - CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes 					
TOTAL%	20	30	20	30	100%

HSC ASSESSMENT POLICY

SCIENCE FACULTY

EARTH AND ENVIRONMENTAL SCIENCE

	Task 1 Model and Research	Task 2 Film Analysis and Research	Task 3 First-Hand Investigation	Task 4 Trial HSC Examination	Weighting
OUTCOMES	EES 12-1/4/5/6/7/12	EES 12-1/4/5/6/7/13	EES 12-1/2/3/5/6/7/14	EES 11/12-1/2/4/5/6/7/12/13/14/15	
COMPONENTS					
<p>Skills in Working Scientifically</p> <p>EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information.</p> <p>EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information.</p> <p>EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.</p> <p>EES11/12-5 analyses and evaluates primary and secondary data information.</p> <p>EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.</p> <p>EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.</p>	15	15	15	15	60
<p>Knowledge and Understanding</p> <p>EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history.</p> <p>EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's system. EE12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate.</p> <p>EE12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems.</p>	5	5	5	25	40
TOTAL%	20	20	20	20	100%

	Task 1	Task 2	Task 3	Weighting
	Literature Review	Progress Report	Scientific Research Report	
Outcomes	SE-2, SE-3, SE-5, SE-7	SE-1, SE-6, SE-7	SE-1 - SE-7	
Components				
Communicating scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	10	10	10	30
Application of scientific research skills	5	15	20	40
TOTAL%	30	30	40	100%

	Task 1	Task 2	Task 3	Task 4	Weighting
	Depth Study Evaluating the Scientific Method	Data Analysis	Depth Study Testing Claims Report	Trial HSC Examination	
Outcomes	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-7, INS12-12	INS11/12-1, INS11/12-4, INS11/12-5, INS11/12-7, INS12-13	INS11/12-1, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-14	INS11/12-5, INS11/12-6, INS12-12, INS12-13, INS12-14, INS12-15	
Knowledge and Understanding	10	5	10	15	40
Skills in Working Scientifically	10	15	20	15	60
TOTAL%	20	20	30	30	100

HSC ASSESSMENT POLICY

SCIENCE FACULTY

MARINE STUDIES

	Task 1 Commercial + Recreational Fishing (Second hand investigation and presentation)	Task 2 Skin Diving and Diving Science (Dive log/portfolio)	Task 3 Personal Interest project (Open ended investigation and presentation)	Task 4 Trial HSC Examination	Weighting
OUTCOMES	H1.1, 1.2-2.1, 2.3-3.3, 3.4-4.2-5.1,5.3	H1.1.1, 1.2, 1.4-2.1-3.1-4.1-5.2,5.4	H1.1, 1.2, 1.3, 1.4, 1.5-2.1, 2.3-3.2, 3.3, 3.4	H1.3, 1.4-2.1, 3.1, 3.2, 3.3-4.1-5.1, 5.2, 5.3	
COMPONENTS					
Knowledge and Understanding of Marine industries and their interactions with society and with leisure pursuits.	10	5		15	30
Knowledge, understanding and appreciation that will promote sound environmental practices in the marine environment.	5	5	5	10	25
Knowledge, understanding and skills of safe practice in the marine context.		5	5	5	15
The ability to cooperatively manage activities and communicate in a marine environment.		5	5	5	15
An ability to apply the skills of critical thinking, research and analysis.	5		5	5	15
TOTAL%	20	20	20	40	100%

	Task 1 Secondary Source Investigation	Task 2 Performing and Reporting a First Hand Investigation Depth Study	Task 3 Research and Recall	Task 4 Trial HSC Examination	Weighting
COMPONENTS					
Working Scientifically PH12-1 develops and evaluates questions and hypotheses for scientific investigation PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH12-5 analyses and evaluates primary and secondary data and information PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose	15	20	5	5	45
Knowledge and Understanding PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles. PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively. PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world. PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom.	5	5	10	35	55
TOTAL%	20	25	15	40	100%

HSC ASSESSMENT POLICY

HUMANITIES FACULTY

BUSINESS STUDIES

	Task 1 Marketing Research and Business report task	Task 2 Research and extended response task	Task 3 Financial Analysis Research Task	Task 4 Trial HSC Examination	Weighting
OUTCOMES	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H2, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
COMPONENTS					
Knowledge and Understanding of course content.	10	10	10	10	40
Stimulus based skills.			10	10	20
Inquire and research.	10	10			20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
TOTAL%	25	25	25	25	100%

HSC ASSESSMENT POLICY

HUMANITIES FACULTY

GEOGRAPHY

	Task 1 Ecosystems Research Task	Task 2 In-Class Task	Task 3 Core Topic Research Task	Task 4 Trial HSC Examination	Weighting
OUTCOMES	H1, H2, H5, H6, H7, H8, H9, H10, H12, H13	H1, H2, H5, H8, H10, H12, H13	H8, H9, H10, H12, H13	H3, H4, H5, H6, H7, H11	
COMPONENTS					
Knowledge and Understanding of course content.	10	5	10	15	40
Geographical tools and skills.		5	5	10	20
Inquire and research.	5	5	10		20
Communication of geographical information, ideas and issues in appropriate forms.	5	5	5	5	20
TOTAL%	20	20	30	30	100%

HSC ASSESSMENT POLICY

HUMANITIES FACULTY

LEGAL STUDIES

	Task 1 In class Task Crime	Task 2 Research Task/ In-Class Task	Task 3 Research Task Option Topic	Task 4 Trial HSC Examination	Weighting
OUTCOMES	H1, H2, H3, H4	H5, H6, H7	H6, 79, H8, H9, H10	H2, H3, H9, H10	
COMPONENTS					
Knowledge and Understanding of course content.		20		20	40
Analysis and evaluation	10		10		20
Inquire and research.	10	5	5		20
Communication of legal information, ideas and issues in appropriate forms.		5	5	10	20
TOTAL%	20	30	20	30	100%

	HSC ASSESSMENT POLICY			HUMANITIES FACULTY			MODERN HISTORY	
	Task 1 Source Based Task	Task 2 Essay	Task 3 Historical Inquiry (Mandatory)	Task 4 Trial HSC Examination	Weighting			
OUTCOMES	MH12-6, MH12-7, MH12-8, MH12-9	MH12-1, MH12-4, MH12-5	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9				
COMPONENTS								
Sources	20							20
Understanding and Content		10	10	20				40
Inquiry Research			20					20
Communication		10		10				20
TOTAL%	20	20	30	30			30	100%

HSC ASSESSMENT POLICY

PDHPE FACULTY

COMMUNITY AND FAMILY STUDIES (CAFS)

	Task 1 Core1: Independent Research Project	Task 2 Option	Task 3 Core3	Task 4 Trial HSC Examination	Weighting
OUTCOMES	H3.1, 3.3, 4.1, 4.2	H2.2, 2.3, 3.3 4.2	H2.1, 2.2, 3.2, 5.2	H1.1 to 6.2	
COMPONENTS					
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
TOTAL%	20	25	25	30	100%

	Task 1 Sports Medicine	Task 2 Health Priorities in Australia	Task 3 Factors Affecting Performance	Task 4 Trial HSC Examination	Weighting
OUTCOMES	H1, 2, 4, 5, 15, 16	H8, 13, 16, 17	H8, 10, 12, 15, 16	H1 to H17	
COMPONENTS					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research methodology, analysing and communicating	10	15	15	20	60
TOTAL%	20	25	25	30	100%

SPORT, LIFESTYLE AND RECREATION (SLR)

PDHPE FACULTY

HSC ASSESSMENT POLICY

	Task 1 Games and Sport Application II	Task 2 Outdoor Recreation	Task 3 First Aid and Sports Injuries	Task 4 Trial HSC Examination	Weighting
OUTCOMES	1., 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	1.3, 2.5, 3.6, 4.2, 4.4, 4.5	1.1, 1.3, 1.4, 1.6, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.6, 4.1, 4.2, 4.4, 4.5	
COMPONENTS					
Knowledge and understanding of course content	5	5	5	25	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20		60
TOTAL%	25	25	25	25	100%

Assessment Plan		Evidence gathering techniques				
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Tournament Time	HLTWH001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	X	X		X
Cluster 2 – The Community Coach	SISSSCO002 SISSSCO005	Work in a community coaching role Continuously improve coaching skills and knowledge	X	X	X	X
Cluster 3b – Inclusive Coaching	SISXDIS001	Facilitate inclusion for people with a disability	X	X	X	X
Cluster 3c – Strength and Conditioning	SISXCAI009	Instruct strength and conditioning techniques	X	X	X	X
Cluster 4 – Coaching the Individual	SISSSCO003 BSBRK401	Meet participant coaching needs Identify risk and apply risk management processes	X	X	X	X
Cluster 5 – Next Level Coaching	SISSSCO012	Coach sports participants up to an intermediate level	X	X	X	X
Cluster 6 – First Aid iVET Learning portal Or CT select one	HLTAID003	Provide first aid	X			X

Maclean High School

Qualification: SIS30519 Certificate III in Sport Coaching

HSC Commencement: 2022

Unit Code	Unit Title	NESA Hrs	Term 4 - 2021		Term 1 - 2022		Term 2 - 2022		Term 3 - 2022	
			1-5	6-10	1-5	6-10	1-5	6-10	1-5	6-10
			SISSSCO003 BSBRK401	Meet participant coaching needs Identify risk and apply risk management processes	30 25	Green	Green			
SISXCAI009	Cluster 3c – Strength and Conditioning	20 or 25 hrs			Orange	Orange				
SISSSCO012	Coach sports participants up to an intermediate level	30					Purple	Purple		
HLTAID003	First Aid	20							Yellow	Yellow

HSC ASSESSMENT POLICY

PDHPE FACULTY

WORK STUDIES

	Task 1	Task 2	Task 3	Task 4	Weighting
	Budgeting/ Finance Assignment	Small Business Pitch	Issues and Communications Test	Project implementation and evaluation	
OUTCOMES	5, 7	6, 7, 9	7, 8, 9	5, 6, 7	
COMPONENTS					
<ul style="list-style-type: none"> ▪ Knowledge and understanding of course content 	15	10	20	5	50
<ul style="list-style-type: none"> ▪ Skills in critical thinking, research, analysis and communicating ▪ 	10	15	5	20	50
TOTAL %	25	25	25	25	100%

HSC ASSESSMENT POLICY

CAPA FACULTY

MUSIC 1

	Task 1 Composition and Aural Topic 1 - Submission of composition, aural analysis with reference to concepts of music	Task 2 Performance and Viva Voce Topic 2 - Solo or ensemble performance and in- class viva voce demonstrating an understanding of the Concepts of Music as related to the topic Elective 1	Task 3 Aural and Elective Option for Topics 2 and 3 - Performance and/or composition and/or musicology outline and viva voce (any 2 combination; eg 2 x Performance; OR 1 x Performance & 1 x viva voce)	Task 4 Trial HSC Examination Aural Skills Examination Core Performance Elective 1, 2 & 3	Weighting
OUTCOMES	H2, H5, H7, H8	H1, H2, H4, H5, H6, H8	H1 - 8*	H1-8*	
COMPONENTS					
Performance		4		6	10
Composition	10				10
Musicology		10			10
Aural	8		8	9	25
Electives		10	20	15	45
TOTAL%	18	24	28	30	100%

* Teachers will select appropriate outcomes based on Elective options selected by each student

HSC ASSESSMENT

CAPA FACULTY

PHOTOGRAPHY, VIDEO and DIGITAL IMAGING (PVD)

	Task 1	Task 2	Task 3	Task 4	Weighting
OUTCOME	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5,	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5,	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5,	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	
COMPONENTS	Module DI 4: Manipulated Forms or Module V4: Manipulated Forms	Module WP3: Traditions, Conventions, Styles and Genres Module V2: Developing a Point of View	Module DI 5: The Arranged Image Module DI 2: Developing a Point of View	Module V6: Temporal Accounts or Module DI 6: Temporal Accounts	
Making	15% Portfolio 10% Media folder 5%	15% Portfolio 10% Media folder 5%	15% Portfolio 10% Media folder 5%	25% Portfolio 20% Media folder 5%	70
Critical and Historical Studies	10% Written task 10%	10% Written task 10%	10% In class Written task 10%		30
M= outcome for making CH= outcomes for Critical and historical studies OHS= 3 hours					
TOTAL %	25	25	25	25	100%

HSC ASSESSMENT POLICY

CAPA FACULTY

VISUAL ARTS

	Task 1 Development of the Body of Work. Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the structural frame. Possible titles for work/s, identify and research two influencing practitioners.	Task 2 Essay Extended written response. Explanation of the roles and relationships between the agencies in the conceptual framework through student's chosen influencing artists.	Task 3 Development of the Body of Work. Submission of artworks under development, VAPDA including a written account of art making practice through the artwork/audience relationship.	Task 4 Trial HSC Examination Art Criticism and Art History Written Examination. Resolving the Body of Work: artworks undergoing refinement, VAPD including curation of works for HSC submission with written evaluation of these decisions and artist statement.	Weighting
OUTCOMES	H1, H2, H3, H4, H8, H10	H8, H9, H10	H1, H2, H3, H4, H6, H8	H2, H4, H5, H6, H7, H8, H9, H10	
COMPONENTS					
Art making	15		25	10	50
Art Criticism and Art History	15	15	10	10	50
TOTAL%	30	15	35	20	100%

HSC ASSESSMENT POLICY

TAS FACULTY

INDUSTRIAL TECHNOLOGY - TIMBER

	Task 1 Project Development and Management Report	Task 2 In class topic test	Task 3 Industry Study	Task 4 Trial HSC Examination	Weighting
OUTCOMES	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	H3.2, H4.2, H4.3, H5.2, H6.1	H2.1, H3.2, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
COMPONENTS					
Knowledge & understanding of the organisation & management of manufacturing processes & techniques used by the focus area industry.	5	5	10	20	40
Knowledge, skills & understanding in designing, managing, problem-solving, communicating & the safe use of manufacturing processes & techniques through the design & production of a quality major project	15	15	20	10	60
TOTAL%	20	20	30	30	100%

HSC ASSESSMENT POLICY

TAS FACULTY

INFORMATION PROCESSES AND TECHNOLOGY (IPT)

	Task 1 Research	Task 2 Project Work	Task 3 Options Topics in class test	Task 4 Trial HSC Exam	Weighting
OUTCOMES	H1.1, H3.1, H6.1	H2.1, H4.1, H5.1, H7.1	H1.2, H2.2, H3.2, H5.2, H6.2, H7.2	H1.2, H2.2, H3.2, H5.2, H6.2, H7.2	
COMPONENTS	Communication Systems and Project Management	Information Systems and Databases and project Management	Automated Manufacturing Systems and Multimedia Systems	All 5 topics	
Knowledge & understanding of course content by, the focus area industry			30	30	60
Knowledge and skills in the design and development of information systems	20	20			40
TOTAL %	20	20	30	30	100%

	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of Tasks	Civil Engineering Solution and Report*	Transport Engineering Problem-Solving	Aeronautical Engineering Materials Modification Research	Trial HSC Examination	
Outcomes Assessed	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
Component					
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	10	5	10	
Total %	25	25	20	30	100%

HSC ASSESSMENT SCHEDULE FOR YEAR 12 | 2021 - 2022

2021 - 2022 CALENDAR | Individual Assessment Schedule

TERM FOUR 2021			
WEEKS	DATES	GROUPS	EXCLUDING
1	Oct 01 - Oct 08		
2	Oct 11 - Oct 15		
3	Oct 18 - Oct 22		
4	Oct 25 - Oct 29		
5	Nov 01 - Nov 05		
6	Nov 08 - Nov 12	B	
7	Nov 15 - Nov 19	C	
8	Nov 22 - Nov 26	D	Visual Arts
9	Nov 29 - Dec 03	E	
10	Dec 06 - Dec 10	A	
TERM ONE 2022			
WEEKS	DATES	GROUPS	EXCLUDING
1	Jan 28		
2	Jan 31 - Feb 04		
3	Feb 07 - Feb 11		
4	Feb 14 - Feb 18		
5	Feb 21 - Feb 25		
6	Feb 28 - Mar 04	A	
7	Mar 07 - Mar 11	B	English Studies
8	Mar 14 - Mar 18	C	
9	Mar 21 - Mar 25	D	
10	Mar 28 - Apr 01	E	
11	Apr 04 - Apr 08		
TERM TWO 2022			
WEEKS	DATES	GROUPS	EXCLUDING
1	Apr 26 - Apr 29		
2	May 02 - May 06		
3	May 09 - May 13		
4	May 16 - May 20		
5	May 23 - May 27		
6	May 30 - Jun 03	A	
7	Jun 06 - Jun 10	B	
8	Jun 13 - Jun 17	C	
9	Jun 20 - Jun 24	D	
10	Jun 27 - Jul 01	E	
TERM THREE 2022			
WEEKS	DATES	GROUPS	EXCLUDING
1	Jul 18 - Jul 22		
2	Jul 25 - Jul 29		
3	Aug 01 - Aug 12	TRIAL HSC	
4	Aug 08 - Aug 12	TRIAL HSC	
5	Aug 15 - Aug 19		
6	Aug 22 - Aug 26		
7	Aug 29 - Sep 02	English Studies, Visual Arts	
8	Sep 05 - Sep 09		
9	Sep 12 - Sep 16		
10	Sep 19 - Sep 23		



■ CREATING OPPORTUNITIES, ACHIEVING SUCCESS